

Iowa Braille
AND SIGHT SAVING SCHOOL

**STRATEGIC PLAN
1998-2002**

November 1, 2000
Progress Report

Purpose Statement

Our purpose is to enable Iowa's students
who are blind or visually impaired to function as
independently as possible in all aspects of life
by providing appropriate educational
opportunities, resources,
and support services.

Staff of Iowa Braille

Approved by the Board of Regents 5/20/98
Update approved 11/99

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1998 - 2002

KEY RESULT AREA 1:

QUALITY AND ACCESS IN EDUCATION

Initiative 1.1

Focusing Services

Strategy 1.1.1: Focus the Residential Option

Staff will design a more focused residential program, to begin in the fall of the 98/99 school year, to meet the needs of those students whose primary disability is blindness, referred to the Iowa Braille School by the Area Education Agencies. Reducing the number of students on campus at any one time during the school year will allow the school to reallocate resources to serve a greater number of students throughout the twelve-month period. Shifting the focus to serving students on campus whose primary disability is blindness will also allow the school to reallocate resources to provide more comprehensive services to students attending their local area schools. From the school's general budget, 4.1% of the school's resources have shifted to support the shift in services.

Action Step 1.1.1.1:

By January 30, 1999, the superintendent will:

- a) review existing admission guidelines
- b) define characteristics of students to be served in a more focused residential program
- c) develop recommendations to establish admission guidelines
- d) discuss recommendations with constituencies including all staff and students, parents, Directors of Special Education in the AEA's, the State Department of Education and organizations of blind adults
- e) present proposed guidelines to the Board of Regents for approval

Benchmark

100% of above steps accomplished by January 30, 1999.

November 1999 Progress Report

The benchmark has been achieved. All of the above steps have been completed.

Action Step 1.1.1.2:

By March 15, 1999, the school's administration will realign staff assignments to meet the needs of the focused residential placement option. The Director of Education will

complete the staff assignments for the 99/00 school year by March 1, 1999. The faculty and contract covered staff will be informed of staff assignments by March 15, 1999.

Benchmark

100% of this step will be accomplished by March 30, 1999.

November 1999 Progress Report

The benchmark has been achieved. The above steps have been completed. The alignment of staff will be reviewed annually to continue to meet the needs of students and to carry out the initiatives of the school.

Action Step 1.1.1.3: (Modified with Board approval 11/18/98)

Staff will review program design by May 1, 1999 ensuring enrollment in any residential program shall be based on the presentation of one or more extended core curriculum IEP goals apparent in any admitted student's IEP. Admission shall be based on new guidelines and specified short term. Staff will create and begin implementation of first program modifications by August 15, 1999.

Benchmark

100% of students admitted after September 1, 1999 will have an IEP clearly reflecting one or more goals apparent from the extended core curriculum.

November 1999 Progress Report

The benchmark has been achieved.

Strategy 1.1.2: Target Summer Programs

Action Step 1.1.2.1:

Staff will design and provide on-campus summer programs offered in two, four-week sessions beginning in June 1999. The following schedule will be used to guide this action step:

- a) Staff will develop curriculum and instructional programs by December 31, 1998
- b) AEA's/LEA's, and parents are informed by February 15, 1999
- c) Extended Year Special Education plans are developed, where needed, by March 30, 1999
- d) Summer Programs implemented and carried out summer 1999
- e) Evaluation of programs completed by November 1, 1999
- f) Cycle begins again with curriculum and program development/revisions by December 31, 1999

Benchmarks

Sixty students will receive instruction on the campus of the Iowa Braille School during the summer, 1999.

Seventy-five students will receive instruction on the campus of the Iowa Braille School during the summer, 2000.

Ninety students will receive instruction on the campus of the Iowa Braille School during the summers 2001 and 2002.

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The Iowa Braille School staff designed and provided three on-campus summer programs this past summer. The programs were offered in two, four-week sessions serving 72 students. The Extended Core Curriculum program served 32 students. The Functional Skills program served 14 students. The Respite program served 26 students.

In the Extended Core Curriculum program, each session was structured around three areas of the core curriculum; Orientation and Mobility; Daily Living Skills; and Technology.

The Functional Skills program was designed for students with visual impairments and additional disabilities. The focus of the program was Daily Living Skills, Functional Academics, Community Experiences and Recreation.

In addition to the core areas and the functional skill areas, there were numerous enrichment programs for the students including:

- art classes presented by staff of the Waterloo Museum of Art;
- therapeutic horseback riding presented by Aspire TRP of Waterloo;
- attendance at a Cedar Rapids Kernals baseball game;

- visits to Chuckie Cheese;
- field trips to the science station, amusement parks, state parks;
- red cross swimming lessons;
- and other recreational activities.

A Respite Program was provided weekly for eight weeks. The focus of the program was to reinforce Daily Living Skills, maintain student's daily routines and provide recreational opportunities. Students participated in some of the same enrichment activities listed above. The therapeutic horseback riding program was particularly successful with this group of students.

Other summer programs offered by the Iowa Braille School included Extended Year Special Education (EYSE) services; Orientation to the World of Work (OWOW); a summer Technology Institute; and a Summer Camp in Council Bluffs.

Extended year special education services were provided during the summer months to seven students who attend the Iowa Braille School during the regular school year. These services were provided in the student's local communities including Adel, Ira, Independence, Marion, Cedar Rapids, Indianola, and Danbury, Iowa.

The Iowa Braille School staff also provided extended year special education services to approximately 58 students who attend their local public schools during the school year. These services were provided in the student's local communities of Council Bluffs, Glenwood, Storm Lake, Manson, Ankeny, Ames, Polk City, LeMars, Akron, Orange City, Sioux City, Hinton, Battle Creek, Harlan, Logan, Des Moines, Rockwell, Mason City, Peosta, Manchester, Cedar Falls, Decorah, Waterloo, Cedar Rapids, Iowa City, Ira, Spirit Lake, Spencer, Marion, Alburnett, Oxford Junction, Eldon, Missouri Valley, and Hamburg.

Orientation to the World of Work (OWOW) is a cooperative program with the Iowa Department for the Blind. It was offered for six weeks at the University of Northern Iowa. A total of six students participated this year. The program offers work experience opportunities as well as orientation and mobility skill development and opportunities to work with current technology.

A Summer Technology Institute was offered on campus in Vinton on August 9 and 10, 1999. A total of 51 people participated. Participants included parents, classroom teachers including resource rooms, Teachers of the Visually Impaired, Orientation and Mobility Specialists, Speech-Language Pathologists, Para-educators, Administrators, and Transition and Work Experience Coordinators.

A summer program, Camp Life, was provided from June 7 – 13, 1999 in Council Bluffs, Iowa.

November 2000 Progress Report

The Iowa Braille School staff designed and provided three on-campus summer programs this past summer. The programs were offered in two, four-week sessions serving 83 students. The Extended Core Curriculum program served 42 students. The Functional Skills program served 25 students. The Respite program served 16 students.

Other summer programs offered by the Iowa Braille School included Extended Year Special Education (EYSE) services; Orientation to the World of Work (OWOW); and a summer Technology Institute.

A total of forty-two students were served through the Extended School Year Special Education services. Thirty-six of those students were enrolled in local school programs. Six students were enrolled in the Iowa Braille School program during the 99/00 school year.

Orientation to the World of Work was a six-week program beginning June 4, 2000 and ending July 15, 2000. Twelve students began the program and ten students completed the program. Seven Area Education Agencies were represented by students including AEA's 2, 3, 6, 7, 11, 13, and 15.

The Summer Technology Program was attended by fifty-four teachers, parents and paraprofessionals.

Strategy 1.1.3: Provide Parent and Professional Development

Staff will annually design and implement parent and professional development programs to support the needs of parents, professionals and paraprofessionals throughout the state, including staff at the Iowa Braille School. The programs will include information for parents, professionals in the field of visual impairment, and other groups of professionals such as school psychologists, social workers and school administrators.

Action Step 1.1.3.1:

The Iowa Braille School will schedule on-campus formal pre-service course work from the University of Alabama (Birmingham). The University of Alabama is presently teaching 7 courses during the 1999/00 school year at a cost to the school of \$40,690.00. The school is supporting the program with Phase III dollars, reallocations, and endowment as necessary.

The course work offered includes:

- < Nature and Needs of the Visually Impaired
- < Techniques of Teaching the Visually Impaired
- < Braille
- < Orientation and Mobility
- < Anatomy of the Eye

- < Practicum
- < Technology for the Visually Impaired

These courses will be repeated as necessary from August, 1998 through August, 2002.

Benchmarks

Twelve teachers will successfully complete the first cycle of six courses by September 1998.

A minimum of ten teachers or other professionals will complete all subsequent cycles.

November 1999 Progress Report

Twelve teachers successfully completed the first cycle. Benchmark obtained 100% for the first cycle.

The second cycle began with ten students, several of whom needed only a few of the courses offered for certification. The cycle is currently in progress.

November 2000 Progress Report

Eight students were enrolled in the second cycle of the University of Alabama Teacher Preparation Program. Four students have completed the program and four students will have the program completed by December 2000. Although the University of Alabama program has successfully prepared teachers in Iowa for certification to work with students who are blind or visually impaired, the decision has been made to discontinue the program at the end of this second cycle in December of 2000. Efforts continue to create a program at the University of Northern Iowa that is a Regent collaborative effort to provide a teacher training program here in Iowa.

Action Step 1.1.3.2:

Staff will design and implement in-service programs and workshops for parents and professionals conducted both on and off-campus, including the use of the ICN and the Internet. The schedule for this action step will be to:

- a) develop in-service program and schedule by January 30, 1999
- b) implement the in-service programs by March 15, 1999
- c) evaluate and modify on a continual basis through December 31, 2002

Benchmarks

Each program and workshop developed will be attended by a minimum of twelve participants, exclusive of staff from the Iowa Braille School.

November 1999 Progress Report

Staff continue to develop and present programs over the ICN. Programming continues to be evaluated. Programs scheduled for the 99/00 school year include but are not limited to:

What do I do Now? - a twelve week program for parents, professionals, and paraprofessionals working with students who are deaf / blind. The program will run from November 15, 1999 – April 17, 2000.

Work Experience - Scheduled for December 1999

Summer School – Scheduled for February 2000

Orientation to the World of Work – date to be announced

Industrial Technology – Scheduled for March 2000

November 2000 Progress Report

The following programs were presented across the state to parents, professionals and paraprofessionals during the 99/00 school year:

Orientation to the World of Work: Presenters included Victoria Kollmann, Rehabilitation Counselor, Iowa Department for the Blind; Lisa Lutz, Work Experience Coordinator, and Mimi Schaper, Orientation and Mobility Specialist, both with the Iowa Braille School.

Iowa Work Experience: Presenters included Rosie Thierer, Rehabilitation Counselor, Iowa Department for the Blind; Nancy Oddo, Transition Coordinator and Lisa Lutz, Work Experience Coordinator, both with the Iowa Braille School.

Iowa Braille Summer School 2000 was presented by Michael Hooley, Director of Education at the Iowa Braille School.

Where Do I Find...? Was presented by Dotta Hassman, Coordinator of Instructional Materials Center at the Iowa Braille School.

Mark Wilberg, Industrial Arts Teacher also presented two sessions via the ICN.

Strategy 1.1.4: Continue to Develop Comprehensive Services to Students throughout Iowa, in cooperation with area and local education agencies.

Action Step 1.1.4.1

Pending the availability of funding, the Iowa Braille School will expand the outreach initiatives available to students, parents, and schools in western Iowa. The school will employ a staff member to coordinate current services in western Iowa and to coordinate the expansion of services.

The school will also identify additional staff time to provide transition services, work experience services, and services to students who have a visual impairment and multiple disabilities.

Benchmarks

- ~ Employ a staff member to coordinate current services in western Iowa by August 2000, depending on funding.

Complete a needs survey of students, families, and schools to determine service priorities by March 2001.

November 2000 Progress Report

During the last two years the administration of the school has: 1) focused on studying the needs of the children in Iowa who are blind and visually impaired; 2) studied the trends in education and special education; 3) carefully reviewed the financial aspects of serving these children; 4) and developed an organizational structure to better serve the children of Iowa with the school's current resources.

Currently we are serving in excess of 500 children in Iowa who are blind or visually impaired or who have multiple disabilities including a visual impairment. Data from the Performance Indicators for the Iowa Braille School documents the following numbers of students served on campus and the total number of students served throughout the state. Note that although the number of students served on campus has generally declined in the last five years, the total number of students needing and receiving services statewide has increased dramatically:

<u>Year:</u>	<u>Students Birth to age 21 #served on campus:</u>	<u>total # served:</u>
FY 96	53	392
FY 97	55	462
FY 98	45	485
FY 99	38	569
FY00	36	576

The school will continue to serve students needing comprehensive services on campus. A strong Center-Based educational program will be available for students for whom their IEP team has determined that placement on campus in Vinton offers them the best opportunity to learn and grow. The school also recognizes that the majority of students who are visually impaired do attend their local public schools. These students require many services that the outreach staff can provide in local school settings. As the focus of the remainder of the 1998 – 2002 Strategic Plan, the school will continue to build a strong outreach services program available for students for whom their IEP team has determined that placement in their local school offers them the best opportunity to learn and grow.

Eighty percent of the Iowa Braille School faculty will now have full or partial roles in the school's continuing effort to provide services to students in their local communities. Prior to this change, about 50% of the school's faculty were dedicated to serving students in their local communities. In 1988, less than 15% of the faculty were involved in statewide services.

The following demonstrates the growth in students served throughout the state as the number of faculty dedicated to teaching Orientation and Mobility throughout the state has increased:

Orientation and Mobility – Statewide services to AEAs
(O or M evaluations and direct services)

<u>Year:</u>	<u>Number of staff</u> <u>Dedicated to Outreach:</u>	<u>Number of students served:</u>
95/96	6 faculty	served 174 students
96/97	7 faculty	served 209 students
97/98	8 faculty	served 245 students
98/99	9 faculty	served 365 students
99/00	10 faculty	served 278 students

In looking at the western Iowa area of Loess Hills AEA 13 in Council Bluffs, the following is reported regarding the growth in combined services of Vision Itinerant Teaching and Orientation and Mobility Services:

95/96	2 faculty FT/ 1 PT	served 34 students
99/00	4 faculty FT	served 78 students

Leadership to develop programs, implement programs and evaluate programs is key to the success of the school's strategic plan and key to the success of the reorganization. The Board of Regents approved the following positions in March of 2000 and all of the positions were filled by the beginning of the 00/01 school year:

- 1) State Consultant for Visual Impairments position
- 2) Education Program Coordinator position
- 3) Vision Consultant for Students with Multiple Disabilities position
- 4) Vision Consultant for Daily Living Skills (DLS) position

The State Consultant for Visual Disabilities position was approved by the Board in March of 2000 and filled in August of 2000. This position is providing statewide leadership activities that focus on services for children and youth who are blind, visually impaired, or who have multiple disabilities including a visual impairment. This state consultant is assisting others in understanding the needs of student with visual disabilities and how this may affect the quality of education for Iowa students. The position is a collaborative effort between the Iowa State Department of Education, Bureau of Children, Family and Community Services and the Iowa Braille School.

The Education Program Coordinator provides leadership and coordination for the Iowa Braille School on-campus and off-campus faculty. The Coordinator is responsible for the development, implementation, and evaluation of programs and services provided to students by the Iowa Braille School, both on campus and in their local area schools throughout Iowa.

The Vision Consultant for Multiple Disabilities is providing assessment, evaluation, consultation, assistive devices and other adaptations including technology, and direct teaching to school age children throughout the state who are enrolled in their local public school programs and who are identified as needing additional services. The Vision Consultant for Daily Living Skills is providing assessment, evaluation, consultation and direct teaching in the areas of Daily Living Skills to school age children throughout the state, enrolled in their local public school programs. The services provided by the Vision Consultant for Multiple Disabilities and the Vision Consultant for Daily Living Skills, also provide support to the AEA Vision Itinerant teachers and to the LEA classroom teachers as well as providing services to children and families.

Again, the focus of the 1998 – 2002 Strategic Plan in the future will be to continue to expand services to students who are enrolled in their public school programs in Iowa. The school will also focus strongly on continued efforts to provide a strong program on the campus in Vinton for students who are enrolled at the Iowa Braille School.

Growth in services throughout the state, and evidence of reallocating support to programs throughout the state is noted in the following data:

<u>School Year</u>	<u>Total Served in AEA's who do not attend IBS</u>	<u>Faculty dedicated to Serving Students in AEA's</u>
1995/96	339	11
1996/97	407	11
1997/98	440	14
1998/99	531	15
1999/00	573	17

In July of 2000 the Board of Regents approved a proposal to conduct a study of the needs of preschool infants and toddlers in Iowa who are blind or visually impaired including those with additional disabilities, during the 2000-01 school year. The purpose of the study is to help determine what the Iowa Braille School's future role should be regarding services this population.

From informally reported data, it would appear Iowa is witnessing a substantial increase in the number of infants and toddlers with visual impairments, many with additional disabilities. The Iowa Braille's response to the needs of preschool children, and their families, has been inadequate. We must study the needs of this population with the purpose of gathering data permitting Iowa Braille to make far-reaching decisions about the future of our preschool service.

The anticipated outcomes of the Pre-school Study are:

- 1) The determination of the birth rate, number, distribution, age range, etiology of visual impairment and additional disabilities of preschool infants and toddlers in the state.
- 2) The determination of the present levels of service these children, and their families, receive from all sources.
- 3) The determination of needs for services for this population, with particular emphasis upon family needs.
- 4) A review of existing models of preschool services throughout the United States and Canada.
- 5) A recommendation to the Board of Regents, State of Iowa, as to the Iowa Braille School's role in provision of services to this population

A task force has been appointed to conduct the Pre-school Study with the collaboration of the University of Northern Iowa's Statistical Research Center. The activities, findings and recommendations of the Pre-school Study group will be reported in all future Strategic Plan updates.

Initiative 1.2

OUTCOMES ENDORSEMENT

Student Outcomes and MGT Performance Indicator #11:

The MGT Performance Indicator #11, "Special School Student Outcomes," is reflected in the Iowa Braille School Outcomes Endorsement process. The Student Outcomes were developed as a part of the Outcomes Endorsement process. The Student Outcomes are measured within each student's Individual Education Program (IEP). The Student Outcomes will be manifest in all academic and life skills. The Student Outcomes identified by the Iowa Braille School include developing the ability to:

1. Maintain personal health and well-being
2. Communicate thoughts and feelings
3. Demonstrate independence and self-determination
4. Solve problems and make personal decisions
5. Develop interpersonal relationships and contribute to family, school and the community
6. Adapt to new circumstances

November 2000 Progress Report

The Iowa Braille School has begun Phase III of a new cycle for Outcomes Endorsement (OE) through the North Central Association as a part of its goal of providing leadership in the education of all of Iowa's students who are blind or visually impaired. Parents, teachers of the visually impaired, orientation and mobility specialists and administrators have been surveyed to know what the curriculum priorities are for students of Iowa.

Strategy 1.2.1:

Action Step 1.2.1.1: 2000-01

Continuing with Phase III of our second cycle of Outcomes Endorsement the OE Steering Committee is working in cooperation with the new State Vision Consultant to gather data from a needs assessment of our state. Membership of the Steering Committee has been expanded to be more representative of our stakeholder across the state of Iowa.

Benchmark:

The chairperson of our endorsement team has not yet been identified. This will be accomplished by February 1, 2001.

Action Step 1.2.1.2: 2000-01

Based on the school profile, the Iowa Braille School community will collaborate to identify one-to-two target goal areas for school improvement.

Benchmark:

The OE Steering Committee will facilitate input of the inclusive Iowa Braille School community to identify the target areas for continuous improvement of services.

The Peer Review Team Chairperson will visit to review the school profile and identified target areas. At this time the chairperson will provide recommendations regarding the members of the full Peer Review Team.

The school profile and the identified target areas will be submitted to NCA in the form of an application for candidacy by May 31, 2001.

Action Step 1.2.1.3: 2000-01

When OE candidacy is granted by the NCA, Target Area Goals will be identified by December 1, 2001.

Benchmark:

The OE Steering Committee will host the first full team visit for the purpose of establishing the target area goals by December 1, 2001.

Action Step 1.2.1.4: 2001-02

The OE Steering Committee will develop the School Improvement Plan.

Benchmark:

The Target Areas will articulate the specific implementation strategies and develop timeline to meet the identified goals for school improvement by March 1, 2002.

The OE Steering Committee will host the full Peer Review Team to evaluate the school improvement plan which has been proposed by April 1, 2002.

Action Step 1.2.1.5: 2002-2005

The OE Steering Committee will monitor twice annually the implementation of the school improvement plan and documentation of student success.

Benchmark:

Each semester (academic years of 2002-2005) the OE Steering Committee will document and publicize the work of the Target Area Committees toward achievement of the goals identified in the second cycle School Improvement Plan.

Action Step 1.2.1.6: 2004-2005

By April 1, 2005 the OE Steering Committee will host the final visit of the Peer Review Team before submission of application to NCA for accreditation approval.

Benchmark:

The full peer review team will review all documentation of student progress and completed report prior to submission to NCA for accreditation approval.

Initiative 1.3

TARGETING TECHNOLOGY

Introduction

The Iowa Braille School's technology initiative is to provide all Iowa students who are blind or visually impaired with the technology, devices and competencies necessary to be active participants in the information society. There are six technology goals for students. They are:

1. Students will use technology as a tool for learning, for preparation for employment and for participating in society.
2. Technology will be integrated into all aspects of student life.
3. Students will use the network to access and interact with world-wide information through technology.
4. Technology will be used to facilitate integration into the community and increase interaction with others.
5. Students will develop ethical values with regard to the use of technology.
6. Students will use technology to create imaginative and innovative solutions to problems.

Five broad strategies have been developed to impact the attainment of student technology goals.

Strategy 1.3.1: Student Access to Technology:

Ensure that students have adequate and convenient access to technology

Action Step 1.3.1.1: Model Classrooms

The school will have model classrooms where technology plays an integral role in the education of students who have visual disabilities. Computer stations will be networked and will have Internet access.

Benchmarks:

By August 30, 1997, 75% of the equipment will be available at the school. We have achieved 100% of this benchmark.

By the end of the 97/98 school year 80% of the equipment will be available. We have achieved 100% of this benchmark.

By the end the 98/99 school year all of the equipment listed will be available in each classroom.

November 1999 Progress Report

We achieved 100% of this benchmark as of 10/98.

Action Step 1.3.1.2: Technology Stations in Dormitories

Student dormitories will have ten (10) technology stations with the same technology and access that is available in the model classrooms. Students will have access to the technology 24 hours a day, 5 days a week.

Benchmark:

By August 30, 1997, 100% of the technology stations will be available in the dormitories.

November 1999 Progress Report

The number of student dormitories was reduced significantly for the 1999/00 school year. All students are now housed in one building with four dormitory areas. 100% of the dormitory areas have technology stations available.

Action Step 1.3.1.3: Computer Laboratory

Students will have daily access to the computer lab at the Iowa Braille School.

Benchmark:

The computer lab will be available for scheduling for student use on a daily basis beginning with the 97/98 school year. A scheduling log will be kept measuring actual use.

November 1999 Progress Report

We had achieved 100% of this benchmark by October 1998.

Action Step 1.3.1.4: Upgrade and Replacement Timetable

All student computers in classrooms and dormitories will be upgraded in three years, or as appropriate. At five years, or as needed, computers will be traded for newer models.

Benchmarks:

Annually 100% of the equipment used by students will be evaluated for upgrades and replacements in accordance with the school's hardware standards. Student equipment evaluation has begun and will be completed by July 1, 1998.

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Technology replacement will be guided by the equipment valuation.

Action Step 1.3.1.5: ICN Classroom and Portable ICN Cart

The ICN classroom will be used by students and staff. The portable ICN cart will be used to provide instruction from an authentic classroom setting. It will also be used for assessment of students with the University of Iowa's Hospital Schools.

Benchmark:

The ICN classroom and/or portable ICN cart will be used as a standard method of relaying and receiving information by 75% of the school's departments by the end of the 96/97 school year.

100% of the school's departments will have integrated the use of the ICN classroom and/or portable ICN cart by the end of the 97/98 school year.

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100% of the school's departments had integrated the use of the ICN by October 1998.

Strategy 1.3.2: Learning and Curriculum (MGT Performance Indicator #10: % of students with technology accessibility as part of their IEP)

Action Step 1.3.2.1: Technology will be incorporated into curricula and appropriate student learning activities. IEP's will incorporate the following:

- results of careful consideration of selection of technology;
- consideration of functional appropriateness for each student.

Benchmark:

By the end of the 97/98 school year, each student's IEP will include an evaluation of the student's technology needs and achievements.

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During the 98/99 school year there were 35 students enrolled at the school. Thirteen of the students had IEP goals in the area of technology. There was a total of 29 technology goals all together. 58.6% of those goals were reached.

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During the 99/00 school year there were 17 students enrolled at the school for whom a technology school was appropriate for the Individual Education Plan (IEP). There were a total of twenty-six technology IEP goals written for the students. The percent of accomplishment was 77.9%.

Strategy 1.3.3: Training and Development

Action Step 1.3.3.1: All Iowa Braille School staff will become highly skilled in the use of technology. Technology training for staff will occur in two phases: Phase I) Train all staff to use Microsoft; Phase II) Continuing individual professional development in the use of a variety of specific pieces of hardware and software

Benchmarks:

Phase I: By the end of the 97/98 school year, 70% of Iowa Braille staff will have completed technology coursework.

Phase II: By the end of the 98/99 school year, 40% Iowa Braille staff will have completed individualized course work

November 1999 Progress Report

Phase I was completed 100%. Regarding Phase II, the school's technology team is continuing to evaluate staff needs for training.

Strategy 1.3.4: Computer Lab:

Action Step 1.3.4.1: Create a Computer Lab for students who are blind or visually impaired. The computer lab will provide training opportunities for students enrolled in their local schools and for students enrolled at the Iowa Braille School. The computer lab will also be used to train staff, families, and assistive technology teams.

Benchmarks:

Training will be offered by Iowa Braille staff, using the computer lab, to a minimum of ten public school technology teams and educators per year from 1997 - 2000.

Between 1997 and 2000, using the computer lab, training and support will be offered to a minimum of 20 parents per year including parents of students enrolled in public schools and parents of students enrolled at the Iowa Braille School.

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A Summer Technology Institute was offered on campus in Vinton on August 9 and 10, 1999. A total of 51 people participated. Participants included parents, classroom teachers including resource rooms, Teachers of the Visually Impaired, Orientation and Mobility Specialists, Speech-Language Pathologists, Para-educators, Administrators, and Transition and Work Experience Coordinators.

November 2000 Progress Report

The Summer Technology Institute was attended by a total of 54 teachers, parents, and para-professionals.

Strategy 1.3.5: Software:

Action Step 1.3.5.1: Managing software to ensure appropriate availability; licensing management; and support. The software policy for the school will include criteria for: 1) selecting appropriate instructional design of software; 2) determining compatibility of the software with the instructional goals of the curriculum; 3) significantly improving instruction through the use of appropriate software; and 4) ensuring software use aligns with the school's vision, policies and procedures.

The school will write and implement a software policy; maintain a database of software owned by the school; create a software review instrument; and in-services to teachers on software use and evaluation.

Benchmarks:

By the end of the 97/98 school year, a software policy will be in place.

The software data base is currently in use and will be available for review throughout the life of the Technology Plan.

By the end of the 97/98 school year, the software review instrument will be developed and implemented.

November 1999 Progress Report

A draft software policy has been prepared. A software database is begun. A software review instrument is being developed. The Information Technology Specialist continues to police the use of software by all staff and students to ensure appropriate licensing management. On a daily basis this position is active in ensuring the availability of necessary software and technological support.

1998 - 2002

KEY RESULT AREA 2: DIVERSITY

Establish policies to encourage continuous improvement of the climate for diversity and ensure equal educational and employment opportunities.

Initiative 2.1

Reaffirm the Iowa Braille School's commitment to ensuring continuous improvement of the climate for diversity and ensure equal educational and employment opportunities.

Strategy 2.1.1: Review of Policies

Action Step 2.1.1.1:

Collect and review peer group policies and practices relating to all issues of diversity, including public schools and schools for the blind by March 1, 1998.

Benchmark:

Information submitted to the Board of Regents by April 1, 1998.

November 1999 Status Report

This benchmark was met 100% in April 1998.

Strategy 2.1.2: Modification and Implementation of Policies/Procedures

Action Step 2.1.2.1:

By October 30 of each year, create, modify, and/or update policies and procedures related to diversity issues as necessary.

Benchmark:

Annual Affirmative Action Reports to the Board of Regents document changes in policies and procedures.

November 1999 Status Report

The Annual Affirmative Action Report will be received by the Board of Regents in December 1999. Changes in policies and procedures will be noted there.

November 2000 Status Report

The Annual Affirmative Action Report is received by the Board of Regents in December 2000. The Iowa Braille School's Affirmative Action Officer continues to serve on the Regents' Committee on Affirmative Action and Equal Opportunity. Current legal issues, current policies and current procedures and practices are reviewed in this committee.

Strategy 2.1.3: Supporting and Encouraging Diversity

Action Step 2.1.3.1:

Enhance the school climate to support and encourage diversity in our educational, employment and procurement programs. Specifically, at the start of each school year, give direction to all staff to continuously include attention to diversity issues in their planning and program development.

Benchmark:

By May 30, 1999, 100% of all written program and service materials will include a diversity statement.

100 % of all employment materials will continue to include appropriate statements and practices regarding equal opportunity, affirmative action employment practices.

November 1999 Status Report

100% of staff have been notified to include a diversity statement in all written program materials and descriptions. We are using the statement of Notice of Nondiscrimination from our section 504 policy.

Currently 100% of all employment materials include statements regarding the practice of equal opportunity and affirmative action.

November 2000 Status Report

A Human Resources newsletter has been developed as a method of communicating with the staff of the Iowa Braille School. The October 2000 issue included a discussion of the importance of Affirmative Action and Equal Opportunity and how the school supports this position.

1998 - 2002

KEY RESULT AREA 3: FINANCES

Meet the objectives of the Board and the Iowa Braille School's strategic plans and provide effective stewardship of the school's state, federal, and private resources

Initiative 3.1

Obtain and maintain annual budgets sufficient to support the Iowa Braille School's strategic plan and initiatives

Strategy 3.1.1: Use of Financial Resources

Maintain the confidence and support of the public by using existing financial resources efficiently and effectively

Action Step 3.1.1.1:

Governance reports will be prepared accounting for the use of funds by the school as well as increased efficiency and effectiveness.

Benchmark:

The comprehensive annual fiscal report will continue to include 100 % of actual performance compared to budgeted intent.

November 2000 Status Report

The Annual Comprehensive Fiscal Reports are received annually by the Board in October which documents actual versus budgeted performance.

Action Step 3.1.1.2:

Participate, where appropriate, in Regent and/or statewide initiatives.

Benchmark:

Annual budgets will reflect participation in Regent and/or statewide initiatives.

Action Step 3.1.1.3:

Budgets will be prepared for consistency with Board and the school's policies and strategic plans as well as legislative intent of special appropriations.

Benchmark:

The budget will demonstrate annually a reallocation average of 2% general funds.

November 2000 Status Report

The annual governance reports for FY 1999 & FY 2000 have been prepared accounting for the use of funds by the school. The school's comprehensive annual fiscal reports for FY 1999 & FY 2000 compared actual revenues and expenditures with the Board-approved budgets, identified significant variances, highlighted strategic planning initiatives, summarized the actual uses of the funding increases, and discussed the school's accomplishments regarding measures taken to improve efficiency and effectiveness.

Budgets have been prepared for consistency with Board and the school's policies and strategic plans as well as legislative intent of special appropriations. The school has exceeded the Board's annual 2% budget reallocation average.

The school continues its cooperative relationship with the other four regent institutions in sharing resources and expertise in many areas. We have worked closely with ISU in purchasing, facilities planning and management, internal audit, asbestos management and endowment management for many years. In FY 1999 &/or FY 2000 we utilized ISU resources in environmental health & safety, campus security, as well as ISU transportation. Access to the university services and/or expertise continues to provide the school with opportunities to improve the flexibility, efficiency and accountability within the Regents system.

Strategy 3.1.2: Seeking Financial Support

Seek appropriate support for all budgeting needs of the school, including external gifts and grants

Action Step 3.1.2.1:

Obtain state appropriations annually at a level appropriate to support the school's mission. And annually seek external gifts and grants to compliment the state appropriation.

Benchmarks:

Budget requests will be completed annually, per the State Board of Regents annual time table, sufficient to carry out the needs of the school's mission and strategic plan.

Monthly reports of the dollar value of gifts and grants received will be available to document an appropriate level of complimentary gifts and grants.

November 2000 Status Report

Annually, after factoring in internal reallocations, the school's budget requests are prepared at a level appropriate to carry out the needs of the school's mission and strategic plan. Annually, the school seeks external gifts and grants to compliment the state appropriation.

Monthly reports of the dollar value of gifts and grants received are submitted to the Board Office to document an appropriate level of complimentary gifts and grants.

BOARD OF REGENTS, STATE OF IOWA
I. B COMMON DATA SETS FOR SPECIAL SCHOOLS AND UNIVERSITIES

(October, 2000) updated 11/30/00, see #38

Instructional Environment

MGT No.	Performance Indicator	Related Action Step	Iowa School for the Deaf	Iowa Braille and Sight-Saving School	Related Governance Report																								
5	Average undergraduate class size	1.1.1.2	94-95 4.0 95-96 3.5 96-97 4.2 97-98 3.2 98-99 3.7 99-00 TBP	94-95 3.2 95-96 3.3 96-97 3.2 97-98 3.2 98-99 2.9 99-00 2.6	AI																								
7	No. and % of general assignment technology equipped classrooms	1.1.1.4	<table><thead><tr><th>No.</th><th>Pct.</th></tr></thead><tbody><tr><td>95-96 NC</td><td>NC</td></tr><tr><td>96-97 56</td><td>75%</td></tr><tr><td>97-98 56</td><td>80%</td></tr><tr><td>98-99 61</td><td>100%</td></tr><tr><td>99-00 66</td><td>100%</td></tr></tbody></table>	No.	Pct.	95-96 NC	NC	96-97 56	75%	97-98 56	80%	98-99 61	100%	99-00 66	100%	<table><thead><tr><th>No.</th><th>Pct.</th></tr></thead><tbody><tr><td>95-96 NC</td><td>10%</td></tr><tr><td>96-97 NP</td><td>50%</td></tr><tr><td>97-98 NP</td><td>75%</td></tr><tr><td>98-99 15</td><td>100%</td></tr><tr><td>99-00 15</td><td>100%</td></tr></tbody></table>	No.	Pct.	95-96 NC	10%	96-97 NP	50%	97-98 NP	75%	98-99 15	100%	99-00 15	100%	SP
No.	Pct.																												
95-96 NC	NC																												
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97-98 NP	75%																												
98-99 15	100%																												
99-00 15	100%																												
8	% of course sections in which computers are used as an integral part	1.1.1.4	95-96 NC 96-97 75% 97-98 80% 98-99 100% 99-00 100%	95-96 10% 96-97 50% 97-98 75% 98-99 100% 99-00 100%	SP																								

12/01/00

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Board of Regents

SSBI

38	Fall enrollment by level and residency (ISD -- Elementary, Middle, High School, Total on campus and Off-campus) (IBSSS --)	2.1.1.1	<table><tr><td>EL.</td><td>Md.</td><td>HS</td><td>Ttl.</td><td>OC</td></tr><tr><td>FY96</td><td>47</td><td>25</td><td>52</td><td>124</td></tr><tr><td>FY97</td><td>46</td><td>31</td><td>54</td><td>131</td></tr><tr><td>FY98</td><td>44</td><td>26</td><td>53</td><td>123</td></tr><tr><td>FY99</td><td>38</td><td>40</td><td>75</td><td>153</td></tr><tr><td>FY00</td><td>46</td><td>37</td><td>72</td><td>155</td></tr></table>	EL.	Md.	HS	Ttl.	OC	FY96	47	25	52	124	FY97	46	31	54	131	FY98	44	26	53	123	FY99	38	40	75	153	FY00	46	37	72	155	<table><tr><td>Birth - 21</td><td>OC*</td><td>CB**</td></tr><tr><td>FY96</td><td>339</td><td>53</td></tr><tr><td>FY97</td><td>407</td><td>55</td></tr><tr><td>FY98</td><td>440</td><td>45</td></tr><tr><td>FY99</td><td>531</td><td>38</td></tr><tr><td>FY00</td><td>573</td><td>36</td></tr></table> <p>*OC = off campus **CB = center-based</p>	Birth - 21	OC*	CB**	FY96	339	53	FY97	407	55	FY98	440	45	FY99	531	38	FY00	573	36	FE
EL.	Md.	HS	Ttl.	OC																																																	
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FY00	573	36																																																			
42	Student retention and graduation rates by ethnic/racial category	3.1.2.3	Graduation rate is 100%. Some students are referred back to their local education agency for further programming. There are no dropouts at ISD.	Graduation rate is 100% Some students are referred back to their local education agency for further programming. There are no dropouts at IBS.	DI																																																

Institutional Diversity

41	Racial/ethnic composition of student, faculty, and staff populations (Number and percentage)	3.1.2.3	No.	Pct.	Racial & Ethnic Minorities	All Protected Classes
	(ISD -- first number, racial/ethnic minorities; second number is percentage including racial/ethnic, blind, deaf, or all protected classes)					
			<u>FY96</u>		<u>FY96</u>	<u>No.</u> <u>Pct.</u>
			Students	7	Students	54 100%
			Faculty	0	Faculty	31 7.0%
			Staff	8	Staff	68 1.0%
					<u>FY97</u>	
			<u>FY97</u>		Students	55 100%
			Students	9	Faculty	30 6.0%
			Faculty	0	Staff	72 1.0%
			Staff	7		
					<u>FY98</u>	
			<u>FY98</u>		Students	45 100%
			Students	9	Faculty	32 6.0%
			Faculty	0	Staff	68 0.0%
			Staff	7	<u>FY99</u>	
					Students	38 100%
			<u>FY99</u>		Faculty	33 6.0%
			Students	8	Staff	67 0.0%
			Faculty	0	<u>FY00</u>	
			Staff	10	Students	39 100%
					Faculty	34
					Staff	64

Faculty Profile

12a	Number of faculty <u>resignations</u>	1.1.1.7	ISD		IBSSS				FR
			No.	Total	Pct.	No.	Total	Pct.	
12b	Number of faculty <u>retirements</u>		94-95 TBP	TBP	xx%	94-95 TBP	30	xx%	
			95-96 1	TBP	xx%	95-96 4	31	xx%	
			96-97 1	TBP	xx%	96-97 1	30	xx%	
			97-98 2	TBP	xx%	97-98 6	32	xx%	
			98-99 1	TBP	xx%	98-99 5	33	xx%	
12c	Number of faculty <u>new hires</u>		99-00			99-00 1	34		
			94-95 TBP	TBP	xx%	94-95 TBP	30	xx%	
			95-96 1	TBP	xx%	95-96 1	31	xx%	
			96-97 2	TBP	xx%	96-97 0	30	xx%	
			97-98 1	TBP	xx%	97-98 0	32	xx%	
			98-99 4	TBP	xx%	98-99 1	33	xx%	
			99-00			99-00 0	34		
			94-95 TBP	TBP	xx%	94-95 TBP	30	xx%	
			95-96 0	TBP	xx%	95-96 5	31	xx%	
			96-97 4	TBP	xx%	96-97 4	30	xx%	
			97-98 6	TBP	xx%	97-98 8	32	xx%	
			98-99 7	TBP	xx%	98-99 7	33	xx%	
			99-00			99-00 6	34		

Expenditures, Financing, and Funding

		ISD		IBSSS		
	State appropriations requested for operations (for capital) [See #35, below]	1.2.1.2	Requested (w/o salaries) FY96 2.7% FY97 2.0% FY98 1.7% FY99 2.9% FY00 3.6% FY01 4.0%	Requested (w/o salaries) FY96 3.5% FY97 2.8% FY98 2.2% FY99 1.4% FY00 3.6% FY01 4.0%	BR	
31 (a) (b)						
33	# of annual contributors and dollars contributed (ISD -- # of donors to Foundation)	1.2.1.4	No. Amt. FY96 24 \$26,433 FY97 215 \$22,637 FY98 106 \$13,017 FY99 327 \$65,174 FY00 TBP	No. Amt. FY96 26 \$190,888 FY97 37 \$ 12,560 FY98 21 \$ 8,429 FY99 25 \$ 23,541 FY00 24 \$ 23,508	SP	
35	Amount of capital improvement funds requested and appropriated in dollars	4.3.3.1 and 1.2.1.6	Reg. Approp. FY96 \$502,000 \$50,000 FY97 \$280,000 0 FY98 0 \$110,000 FY99 \$260,000 \$260,000 FY00 \$3.85 m \$3.85 m FY01 \$435,000 FY02 \$435,000	Reg. Approp. FY96 \$341,000 \$341,000 FY97 \$60,000 0 FY98 0 \$95,000 FY99 \$75,000 \$75,000 FY00 \$635,000 \$635,000 FY01 \$490,000 0 FY02 \$400,000	SP Budget	
36	Deferred maintenance backlog and expenditures in millions of dollars	4.3.1.1 and 1.2.1.6	Backlog Expended Fall 94 \$1.6 (FY94) \$0.1 Fall 95 \$1.4 (FY95) \$0.1 Fall 96 \$1.4 (FY96) \$0.2 Fall 97 \$2.0 (FY97) \$0.1 Fall 98 \$2.5 (FY98) \$0.3 Fall 99	Backlog Expended Fall 94 \$0.4 (FY94) \$0.1 Fall 95 \$0.4 (FY95) \$0.0* Fall 96 \$1.1 (FY96) \$0.2 Fall 97 \$0.9 (FY97) \$0.1 Fall 98 \$1.4 (FY98) \$0.2 Fall 99 \$1.1 (FY99) \$0.0* (*less than \$50,000)	DM	
37	% of resources reallocated annually	1.2.1.7	FY96 NC FY97 3.1% FY98 1.8% FY99 2.1% FY00 2.0%	PCT. FY96 NC FY97 7.0% FY98 4.3% FY99 11.8% FY00 4.1% FY01 10.8%	SP	

12/01/00

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Board of Regents